

CHAPTER II

LITERATURE REVIEW

This chapter gives further explanation about the theory that become the base of the issue of this study and will be used to analyze the data.

2.1 Authentic Material

This section describes several concepts of authentic materials which are relevant to this study, including definitions of authentic materials, the advantages and disadvantages of using authentic listening materials, kinds of authentic materials.

2.1.1 Definitions of Authentic Materials

Authentic definition conducted by Marrow (1977, p.13), a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort. Harmer (198, p.146) says that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question. Nunan (198, p.54) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching.

Peacock (1997) stated that the authenticity is as materials that have been produced to fulfill some special purposes in the language community.

Underwood (1989) uses phrases like ‘real speech’, ‘not specially designed for foreign learners’, ‘natural conversations’, ‘what people say in real life’, ‘what native speakers say when talking to each other’.

Wallace (1992, p.145) and Richard (2001, p.252) define authentic texts as real life texts; not written and prepared for pedagogic for pedagogic purposes. In applied linguistics the term ‘authenticity’ originated in the mid 1960 with a concern among materials writers such as Close (1965) and Broughton (1965) cited

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

in Lewkowich (2000, p.45) state that authenticity at the time was seen as a simple notion distinguishing texts extracted from ‘real life’ sources from those written for pedagogical purposes. Lee (1995, p.324) stated that a text that usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purposes, where the writer has a certain message to pass on to the reader.

Maroko (2010, p.6) defines that authentic texts are real texts designed not for language students, but for real life use for both interactional and transactional purposes. Besides, Roger & Medley (1988) define the authentic as used for describing oral and written language samples that are the reflections of language forms which are used naturally and appropriately based on the cultural and situational context. Embong et.al (2011, p.133) defines that an authentic material would be material designed for native speakers of English, used in the classroom in a way similar to the one it was designed for. Geddes & White (1978), as cited in Adam (1995, p.3) defines that authentic materials are discourse produced for nonteaching purposes or discourse produced for teaching purposes but having many features that are likely to occur in genuine communication.

Nunan (1989), as cited in Adam (1995, p.4) refers to authentic materials as “any materials which has not been specifically produced for the purposes of language teaching”. While Adam (1995, p.4) defines that materials are authentic if they are unaltered language data and are produced by and for native speakers of a common language.

According to Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Gebhard (1996) sees authentic materials as a way to “contextualize” language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of

language input, so that they are not being exposed only to the language presented by the text and the teacher.

In addition, Melvin and Stout (1987) find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom

Porter & Roberts (1981) show several differences between authentic materials and non-authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Also, hesitations (such as “uh’s” and “mm’s” are often missing, and sentences are very well-formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world. In many cases, the language heard in classrooms is a stilted use of spoken language, and authenticity is lost because of a need to teach specific language points in a way that some teachers feel would be more understandable for learners.

Brosnan et al. (1984) justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.
2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

While Nunan (1999, p.27) realizes that it is not realistic for teachers to use only authentic materials in the classroom, he makes a point that learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listening texts, their learning task would be made more difficult." He also goes on to say that it is important that learners listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.

Little & Singleton (1988) of Trinity College Dublin accept that there has been a rapid increase in the use of authenticity in second language learning. Both scholars suggest that the rise of authentic texts is associated with the development of communicative approaches to language teaching (p.1). The same authors continue their argument by saying that the chief concern is to provide input materials from literary culture. It is also thought by the same authors that learners find such materials more interesting than course books prepared by the teachers (p.1).

Gilmore (2007, p.98) summarizes some definitions of authentic materials from some authors.

1. The language produced by native speakers for native speakers in a particular language community (Poerter & Roberts, 1981; Little, Devitt & Singleton, 1989)
2. The language produced by a real speaker/ writer for a real audience, conveying a real message (Morrow, 1997; Porter & Roberts, 1981; Swaffar, 1985; Nunan, 1988/9; Benson & Voller, 1997)

3. The qualities bestowed on a text by a receiver, in that it is not seen as something inherent in a text itself but it is imputed on it by the reader/listener (Widdowson 1978/9; Breen 1985)
4. The interaction between students and teachers is a 'personal process of engagement' (Van Lier, 1996, p.128)
5. The types of task chosen (Breen, 1985; Bachman 1991; Van Lier, 1996; Benson & Voller, 1997; Lewkowicz, 2000; Guariento & Morley, 2001)
6. The social situation of the classroom (Breen, 1985; Arnold, 1991; Lee, 1995; Guariento & Morley, 2001; Rost, 2002)
7. Assessment (Bachman, 1991; Bachman & Palmer, 1996; Lewkowicz, 2000)
8. Culture and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch, 1998)

William Guariento and John Morley describe authentic text as:

"...one 'created to fulfill some social purpose in the language community in which it was produced' With the onset of communicative movement a greater awareness of the need to develop students' skills for the real world has meant that teachers endeavour to simulate this world in the classroom."
(Guariento, W. & Morley, J., 2001, p. 347)

It claimed that the purpose of using authentic materials is to prepare students for their social lives. In other words, the authentic materials are used in order to close the language gap between classroom knowledge and real life (p.347). Spelleri (2002) supports this analysis. Similarly, Spelleri thinks that the language used in text books are only valid in a classroom environment whereas the requirement of real life English is different and this difference has not yet been closed by the use of text books because, as we all know, learners have to deal with the language of brochures, office work, application forms and so on (p: 16). The author also thinks that the role of the teacher is crucial; it is the teacher's responsibility to filter materials through selection of the learning objectives. It is the teacher's responsibility to identify the items and their adaptability as well (p.17). Spelleri looks for two criteria while selecting authentic materials.

Especially one of these criteria is important. The materials need to give new information to help the student. A small booklet about poisonous animals in the place where the student lives might be a good example. At the same time, the material needs to reflect an economic reality. The second criterion is how those materials are adaptable so they should not contain complicated words. The materials need to have either some pictures or clear separation of text like bullets or numbers (p.17)

As Field (2008) explained it as recordings of people speaking naturally and without the purposes of language learning in mind. In the other part, Tomlinson (1998) conducted authenticity to a text which is not written or spoken for language teaching purposes. While Cunningsworth (1984) briefly said it as materials (texts) originally used in real situations and were not designed to use in language teaching.

Widdowson (1980) explain that authenticity is not related to the material or language itself; it is also a function of the interaction between the reader and the text. Authentic data is defined as “the language user’s own experience of language in contexts of use.

Wong, Kwok & Choi (1995) stated that authentic materials are rich sources for planning and organizing teaching and learning activities. Furthermore, authentic materials are quite helpful in enhancing students’ experience in learning and using them in daily conversation, making them understand the real world of English and follow a strategy in learning English. Authentic materials are the genuine language communicated in the real world. They are effective because they are also genuine in time, location and people; in other words, they are about current events in the real world and it is really easy for the students to relate the events to their own experience, what they know, which is familiar to them.

McLean (1981) states that the artificiality of the language used in textbook dialogues will not satisfy the teachers and students so that the authentic English should be encouraged.

Guariento & Morley (2001) consider the use of authentic materials as one of the ways of increasing students' motivation for learning. Students will be aware that they are learning and using the real language in relation to the others.

Melvin & Stout (1987) comment on authentic materials by starting that it makes students interact with the language as it is used in the culture to meet the communicative needs. By authentic texts, students do not need to show their knowledge, but to communicate what they want to mean and to experience the culture of the language.

Hedge (2000) and Wilson (2008), defined the idea of authenticity was developed in the 1970s from a communicative orientation of language teaching. The idea was that "live texts", unlike the pedagogically contrived counterparts, provide meaningful exposure to the language as it is actually used in the real world. As Larsen-Freeman (2000) defined, "the use of authentic materials was one of the principles under communicative approaches as a mean of tackling 'the typical problem that students cannot transfer what they learnt in the classroom to the outside world in language teaching'."

Basically, the use of authentic materials was only considered as a tool used in a classroom. Then, it has been explained that the primary concern is not only the use of original texts but also on the process of helping students use language in real context (Joy, 2011).

Based on the definitions above, there are some characteristics that indicate the authentic materials. They are: 1) the main sources are native speakers; 2) the authentic materials are exposed in many forms; 3) it connects to communication skill; 4) aims for academic achievements; 5) it may produce some micro skills; 6) it will give a new knowledge to the students; 7) it may give a pleasing experience

2.1.2 Advantages and Disadvantages of Authentic Materials

Crawford (1995) explains the importance of effective teaching materials in her article, 'The Role of Materials in the Language Classroom: Finding the balance'. According to Crawford, language is functional and must be contextualized. The author believes that it is impossible to understand the real meaning of any interaction without knowing who the participants are or their social distance from the event referred to. For instance, a video drama needs to assist language in a meaningful way. Hence, the teacher is responsible for the balance achieved between input and reapplication (p.28). The second point is language development which requires learner engagement with the purpose of use of the language. The focus of input and output materials needs to be on whole texts.

Linder (December 1999/January 2000) thinks that authentic materials are used as teaching tools effective in classrooms because authentic materials seem more complementary to the lesson content and more understandable for students (p: 17). The author develops a method for using authentic material containing five ingredients. The first one of those ingredients is the authentic texts for input. Authentic texts serve as texts in their own right. The authentic menus are analyzed first as texts then they are used as output models for writing exercises (p.17). His second view is tasks for text analysis. The author's point is that classroom tasks must be organized for classroom use according to students' ages, interests and levels (p.17). The third important point according to the author is the tasks for language practice such as vocabulary, grammatical structures and pronunciation. In his article, Linder recommends that first the teacher needs to select language features for the practice task and then the teacher needs to select appropriate grammatical items such as countable and uncountable nouns (p.17). The output task is the forth one which is a role-play. The teacher's responsibility is to give clear instructions for the output task making the task suitable for students' age, interests and so on (p.17). The last point is the students' output as input, which is

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

an exercise where student output is used for an additional exercise. The author gives an example. He says the content recognition exercises could be repeated with the student generated texts and those texts could be used for display or exchange with other classes (p.17).

Tamo (2009) mentioned the advantages of using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. Some of them are:

1. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.
2. Authentic materials have a positive effect on learner motivation.
3. “Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities” (Sanderson, 1999).
4. Textbooks often do not include incidental or improper English.
5. Authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit.
6. The same piece of material can be used under different circumstances if the task is different.
7. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
8. “Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)” (Martinez, 2002).
9. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

10. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
11. Authentic materials support a more creative approach to teaching.

We can claim that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

The disadvantages mentioned by several researchers are:

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
2. The vocabulary might not be relevant to the student’s immediate needs.
3. Too many structures are mixed so lower levels have a hard time decoding the texts.
4. Special preparation is necessary which can be time consuming.
5. Too many different accents can be heard which can cause some confusion .
6. The material can become outdated easily, e.g. news.
7. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

We may conclude that learners feel better with authentic materials helping them get involved in the “real” language as long as we, as teachers, provide them with pedagogical support. In order to achieve this, we have a wide range of choices. Martinez (2002) suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest

2.1.3. Kinds of Authentic Materials

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS’ LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Berardo (2006) thinks the sources of authentic materials are infinite. Print and visual publications like magazines, newspapers, TV programs, movies and especially the Internet are the useful for instructors (p.62). There are kinds of authentic materials such as TV and radio, magazine articles, films, etc. which are in real language. If we want to introduce authentic materials in language teaching, we need to classify them first, because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking.

According to Gebhard (1996), authentic materials can be classified into three categories.

1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

2.1 Listening

Listening plays a significant role in the lives of people. The four major areas of communication skills and language development--listening, speaking, reading, and writing--the one that is the most basic is listening. Students listen and respond

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

to language before they learn to talk. When it is time for them to learn to read, they still have to listen so that they gain knowledge and information to follow directions. In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information for later recall.

2.1.1 Definitions of Listening

According to Chastain (1971) the aim of listening comprehension is understand the native conversation at normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the listening source (Goss, 1982). Steinberg (2007) mentioned listening process as “the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it”. Nunan (1998) states that, listening is the basic skill in language learning. Without listening skill, learners never learn to communicate effectively. Students spend 50% of the time operational in a foreign language is dedicated to listening. Mendelsohn (1994) stated that listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening takes part more of daily communication time than other forms of oral communication inside and outside of classroom (Wolvin & Coakley 1988). Listening is the skill that used frequently in the classroom (Ferris, 1998). Listening involves hearing, transforming, absorbing, accumulating and retrieving data (Grunkemeyer, 1992).

There are a lot of scholar refers that the significance of listening. In some cases, it is more important than reading, speaking and writing. “In reality, without effective listening, learning is a matter of chance” (Swanson, 1996, p.3).

Teaching listening strategies to the students is very helpful (Goh, 2000). But it is not enough unless the teachers increase students’ vocabulary, grammar, and phonology knowledge. Vandergrift (1999) claimed, ”Strategy development is

important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.’’(p.176).

2.1.2 Studies on Listening

According to Buck, (2000) “Listening is a form of comprehension where the listener is trying to get some meaning from the language”. This statement really made teachers wonder about the procedures they were carrying out in the English language classroom and the real purpose the development of this skill had for learners.

Listening is not only the first of the language arts skills developed, it is also the skill most frequently used in both the classroom and daily life. Rankin (1926/1952) suggests that adults spend more than 40 percent of their communication time listening, in contrast with 31.9 percent speaking, 15 percent reading, and 11 percent writing. Clearly, much of the educational process is based on skills in listening. Students have to spend most of the time listening to what the teacher says, for instance, giving lectures, asking questions, or telling directions. According to Wolvin & Coakley (1979), the amount of time that students are expected to listen in the classroom ranges from 42 to 57.5 percent of their communication time. Taylor (1964), on the other hand, estimates that nearly 90 percent of the class time in high school and university is spent in listening to discussion and lectures. Since listening occupies such a large percentage of the communication time of most people, it is therefore advantageous to possess effective listening skills in order to meet listening demands that occur daily.

In a language classroom, listening ability plays a significant role in the development of other language arts skills. When students first learn a language, they generally have to listen to the words several times before they are able to recognize and pronounce those words. Listening can also help students build vocabulary, develop language proficiency, and improve language usage (Barker, 1971). Cayer, Green, & Baker (1971) find that students' ability to comprehend

written material through reading as well as to express themselves through speaking and written communication are directly related to students' maturity in the listening phase of language development. Dunkel (1986) also asserts that developing proficiency in listening comprehension is the key to achieving proficiency in speaking. Not only are listening skills the basis for the development of all other skills, they are also the main channel through which students make initial contact with the target language and its culture (Curtain & Pesola, 1988).

Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of learner. Students' language level is the basic reason that effects the choice of method (O'Malley & Chamot, 1990 ; Rost & Ross, 1991). "If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to teach them become active listeners" (Jalongo, 1995, p.13).

Despite the importance of listening practice in language instruction, English language classes in many countries still emphasize only the skills of reading and writing. This is especially the case of an English-as-a-foreign-language (EFL) situation in which the English language is taught as a subject at school and used only inside, but not outside, the classroom. EFL students are studying English in their home countries where English is not the dominant native language. Students who are from environments where English is not the language of the country have very few opportunities to hear the real language; these students therefore are not accustomed to hearing the language as it is produced by native speakers for native speakers.

Consequently, students from the countries in which English is taught as a foreign language frequently have great difficulty understanding English spoken to them when they come into contact with native speakers of the language.

Numerous studies (e.g. Carrier, 2003; Chang & Read, 2006; Cross, 2009; Elkhafaifi, 2005; Graham & Macaro, 2008; Hassan, 2000) focus on the kinds of

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

learning strategies foreign/second language learners use during listening. The significance of learning strategy instruction can be traced back to Rubin's (1975) and Stern's (1975) work. These authors argued that 'good' language learner strategies should be employed to assist students struggling to learn a new language. In a similar vein, Hassan et al. (2005) conducted a large-scale review of ESL/EFL studies that focused on learning strategies from many languages. The majority of studies in the review made a reference to learning strategies such as: meta cognitive – learning awareness; cognitive – mental learning process; and socio affective – individual and social interaction behavior. Hassan et al. (2005) defined learning strategy as any strategy learners regularly use to improve their learning proficiency through carrying out a task.

In line with visual supports in improving foreign language listening skills, Chang & Read (2007) investigated the impact of different types of listening support on low-level proficiency learners in EFL learning in Taiwan. Four groups participated in the study. Two groups received listening supports, either a set of pictures or a written background text. A third group received listening input repetition as a listening support. The fourth group was a control group and received no listening support. Students took the listening proficiency test, completed a short questionnaire and were interviewed. The study found that input repetition was the most effective listening support, followed by visuals and text aids as supports.

Two recent studies conducted by Graham & Macaro (2008), and Cross (2009) demonstrated that explicit instruction in listening strategies may facilitate listening comprehension. Graham & Macaro compared the impact of learning strategy instruction on both listening performance and self-efficacy of 68 lower intermediate French learners in England, against a comparison group. A self-efficacy questionnaire was used to measure how confident students were in different areas of listening. They found that learning strategy instruction in listening improved listening proficiency and learners' confidence in listening.

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

In addition, Cross (2009) investigated the impact of listening strategies on EFL advance-level Japanese learners' comprehension in Australia through the use of BBC news videotexts. While three listening strategies including presentation (listening to an oral segment), practice (peer checking/group working), and review (providing students with a news transcript to evaluate listening comprehension) were explicitly taught to the experimental group, the control group was given regular classroom materials without any of the above listening strategies. The study's result demonstrated a significant effect in favor of the experimental group, though the comparison group made significant gains, too.

The author maintained that practicing the BBC news broadcast and multimedia technology in the classroom provided assistance in second and foreign language learning. However, Cross maintained that listeners would benefit from explicit listening strategy instruction if the following learning limitations were mitigated: (i) inadequate amount of learning strategy exposure; (ii) complexity of learning task content; and (iii) traditional learning strategy use bias. Similarly, Carrier (2003) conducted an explicit listening strategy study with a group of the American high school ESL students that involved academic listening tasks instruction for six weeks. The teacher modeled the listening strategies and provided opportunities for the students to practice strategies such as selective attention, and note-taking. The study demonstrated a significant improvement in listening comprehension from pre and post listening comprehension test.

Having reviewed the related research literature, it appears that further study of listening proficiency improvement through explicit listening strategy instruction may be useful. Hence, this current study seeks to document the impact of using L1 listening strategy instruction on the development of L2 listening proficiency. As Allen (1966) remarks in Robinett (1978), "The goal of the listening skill is to enable the learner to perceive the second language in the way

native speakers perceive it". This is the ideal goal that teachers want to reach with their students, but in some cases it is not possible because there are many causes that do not allow students to reach this goal, including the activities of the class that are not always sufficient to accomplish it with.

2.3. Language Anxiety

2.3.1 Definitions

I start panic when I have to speak in language class
It frightens me when I don't understand what the teacher is saying in the foreign language
I keep thinking that the other students are better than I am
In language class, I can get so nervous and I forget things I know
(Quoted from the transcript of FLCAS by Horwitz)

Anxiety is said to have significant effect on learning and acquiring languages where being able to overcome anxiety lead to the success of it (Horwitz et al., 1986). Anxiety, generally defined as a state apprehension, a vague fear (Scovel, 1978, p. 134 as cited in Ohata, 2005, p.21), seems difficult to describe in a simple manner, as it arises in many kinds of sources of particular contexts or situations that individual perceived threatening according to their unique frame of reference. Most of the students experienced an anxiety in the foreign language learning process.

It is affirmed by Horwitz et al. (1986, p.125) that anxiety may bring about reactions which prevent students from performing well in a foreign language class. Therefore, it is important to identify factors triggering foreign language anxiety in order to be able to get rid of the factors and to allow students to perform in the class without experiencing anxiety.

When anxiety is present in the classroom, there is a down-spiralling effect. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand (Eysenck, 1979)

Research in foreign or second language learning has begun to show that anxiety directly undermines motivation and creates a negative affective response to the foreign language being studied (Gardner et al. 1987). Therefore, addressing foreign language listening comprehension anxiety is fast becoming a priority in the classroom. In most of the literature on language leaning anxiety, students have reported that speaking in the foreign language produces the most anxiety (Young 1990; Phillips 1992).

According to Scarcella & Oxford (1992), listening anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. This anxiety is exacerbated if the listeners are under the false impression that they must understand every word they hear. Many learners believe that in order to be “good at a language they need perfect pronunciation, massive amounts of vocabulary, extensive grammar knowledge, overseas experience, and a natural aptitude for language before they even open their mouths (Horwitz, 1987). As a result, the anxiety that arises during the listening process often springs forms what Joiner (1986) calls a negative “listening self-concept,” that is, a low level of self-confidence in the area of listening. Gardner & MacIntyre (1993) show that the most negative element that influences the language performance is anxiety. There are some factors that cause anxiety in foreign language learning. Among others are listening comprehension, fear of making mistakes, lack of vocabulary, fear of negative evaluation, and low English proficiency. A numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995).

Xu (2011) found that forty-eight percent of the students had the anxiety problem caused by:

1. Nature of the speech. Of the 27 percent that reported the nature of speech as a source of anxiety, 22 percent reported that speech that was too fast created the

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

most anxiety. The other five percent claimed poor enunciation, different accents, and teachers, that spoke too softly as sources of anxiety.

2. Level of difficulty. Students expressed anxiety and frustration with LC exercises that were too difficult. Students associated the level of difficulty of input in terms of the use of vocabulary that was unfamiliar or beyond the level of the student, the use of complicated syntax, and the use of texts based on unfamiliar topics.
3. Lack of clarity. The students reported feeling anxious when they did not know what kind of text they were listening to, why they were listening to it, what they were supposed to be listening for, and what they were supposed to do once they were through listening. Although the students' comments were geared toward often-confusing directions provided by the teacher, Lund (1990) pointed out that the issue of text difficulty that stems from the nature of the text itself (e.g., authentic vs. edited) can impact the listeners' orientation to the text, and, ultimately, their comprehension of the text.
4. Lack of visual support. Although mentioned as a source of anxiety by only a small number of students, some learners felt as if they lacked the footing necessary to even make an educated guess without some type of visual input.
5. Lack of repetition. Students expressed frustration toward the traditional approach to LC practice where input is presented only twice. This feeling was especially strong in a testing situation where the student must decipher the question to be answered, then come up with, or select, the correct response. Anxiety was associated with the "two strikes and you're out" approach to LC tasks.

According to Liu (2007), shyness is one of the factors causing foreign language anxiety. Shyness can discourage students to perform, which leads to withdrawal from involving in classroom activities. It relates to the term specifying the situation in which foreign language students can feel shy, namely communication apprehension defined as "a type of shyness characterized by fear

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

or anxiety about communication with other people” (Horwitz et al., 1986, p.128). It may occur when students are interacting with other students or the teacher. In the classroom setting, learning activities or techniques often engage students in communication with others, so shyness can be easily identified in the classrooms. Communication with others without being the focus of attention may not trigger shyness, but it is so when seen by all people in the classroom. Thornbury (2005) mentions that there is anxiety which may cause a negative effect on performance in the classroom, specifically because of being placed in front of others. Furthermore, it is reported by Liu (2007) that being pointed out to perform in English class emerges anxiety for students.

It is reported in several researches that students feel anxious due to their fear of making mistakes (Liu, 2007). Students sometimes feel that they do not want to make mistakes so that they fear for making mistakes. Actually, it is a common circumstance that students make mistakes in the process of learning because everyone makes mistakes when learning. However, making mistakes is deemed to be something embarrassing by most of students. It possibly relates to what comes after they make mistake, which may be because of correction from other students where students making mistakes are mocked and laughed at, or inappropriate feedbacks from teachers. Thus, it should be noted that feedbacks should be delivered properly to ascertain that students are not demotivated (Brown, 2001; Thornbury, 2005; Harmer, 2007b).

Lack of vocabulary can also be a factor that makes students anxious in a foreign language classroom. Anxiety caused by lack of vocabulary may also occur before students’ performance when they prepare for it, which then lead to poor confidence to perform. It is affirmed that vocabulary is one of the aspect which initiates lack of confidence and sense of anxiety (Thornbury, 2005, pp.27-28; Liu, 2007, pp.128-129).

Horwitz et al. (1987, pp.127-128) argues that fear of negative evaluation as one of the factors related to performance anxiety is caused not only by test

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS’ LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

anxiety, but also by situations promoting sense of evaluation. It can occur in the situations such as group work, interview tasks, and other activities which have something to do with evaluation among peers or even individuals. Moreover, it has a correspondence to lack of confidence since evaluation would not bring about fear as long as confidence is owned. It is teachers' responsibility to motivate students and maintain their confidence in order to alleviate this anxiety factor, as motivation constitutes the crucial aspect in the process of foreign language learning (Harmer, 2007a, 2007b)

The last factor, but not the least, is Low English proficiency, correspondingly supported by Liu's research report (2007). It is seemingly logical if students are anxious because of their proficiency of English, especially in EFL context as in Indonesia where English is not used in daily activities. Thornbury (2005, p.28) argues that what differs between the first language and second languages is that producing second language may be hampered by knowledge of the second language in terms of the vocabulary and grammar, alongside its complicated process of rendering the first language into the second language. Above all, it is important to alleviate foreign language anxiety in the classroom to enable students to achieve English proficiency. One way of realizing it is by appropriate role of teachers in the classroom.

2.3.2. Studies on Listening Anxiety

There are so many studies have been conducted on listening anxiety in foreign language context. Kim (2000) studied the foreign language listening anxiety. One of the main findings of her study was the two-factor solution of her factor analysis of the foreign language listening anxiety scale: tension and worry over English listening and lack of confidence in listening, respectively. She found a moderate association between listening anxiety and listening proficiency and demonstrated the somewhat obvious case that listening anxiety interferes with foreign language listening. Chang (2008a) also conducted a study to investigate

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

college students' listening anxiety in learning English in a classroom context. The result indicated that participants showed moderately high intensity of anxiety in listening to spoken English, but were more anxious in testing than in general situations.

Legac (2007) conducted a study to examine the foreign language anxiety and listening skill in Croatian monolingual and bilingual students of EFL. The result indicated that bilingual students experienced a considerably lower intensity of listening anxiety than monolingual students.

Chang (2008b) investigated the effect of four forms of listening support (pre-teaching of content and vocabulary, question preview, and repeated input) on the anxiety levels of college students in Taiwan. The result indicated that prior to the test, the test takers were uniformly anxious but afterwards, there were significant differences in anxiety according to type of support and level of proficiency.

Ko (2010) explored the impact of pedagogical agents in computer-based listening instruction on EFL students' listening anxiety levels and listening comprehension skills. Results showed that there were no statistical differences in listening anxiety levels and listening comprehension skills between students who worked with the agent and students who worked without the agent.

Gonen (2009) conducted a study to investigate the listening strategy and listening anxiety of sixty intermediate English proficiency students. The results revealed that when there is an increase in FL listening anxiety of the students, FL listening strategy use decreases. These studies also support the findings of the recent studies conducted on the relationship between general classroom anxiety and strategy use. For example, Sioson (2011) and Lu and Liu (2011) found a negative correlation between strategy use and anxiety level. Some other studies also considered the relationship between listening anxiety and gender. For example, Elkhafaifi (2005), Ko (2010) and Campbel (1999) found no significant difference between male and female learners in their listening anxiety.

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Moreover, Aneiro (1989) found that the apprehension of her Puerto Rican college students was most affected by their level of listening proficiency, followed by the amount of exposure to the foreign language and their general language competence.

Elkhafaifi (2005), Mills, Pajares & Herron (2006) and Wang (2010) have also obtained evidence that learners' anxiety varies according to their level of ability in foreign language listening.

Chang (2010) examined the second language listening anxiety before and after one year intervention in extensive listening compared to standard foreign language instruction. The result indicated that extensive listening group improved more compared to the formal instruction group in listening competence.

Kimura (2011) also used a self-presentational framework to investigate second language listening anxiety among university students learning English in Japan and demonstrated that L2 listening involved social concerns that were specific to L2 settings. The result showed that L2 listening anxiety was specific to L2 situations and linked to L2 proficiency.